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ABSTRACT

Presented for classroom teachers and parents is an overview of information on learning disabilities. Covered are the following topics (with subtopics in parenthesis): defining the problem (causes, incidence, characteristics); assessment (physical assessment, intellectual potential, academic achievement, channels of learning); and informal assessment (seven sample case studies). Appended is a bibliography of 11 professional books, three journals, 14 films, 24 tests, and 13 publishers. (LS)

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An Overview of LEARNING DISABILITIES for Classroom Teachers and Parents

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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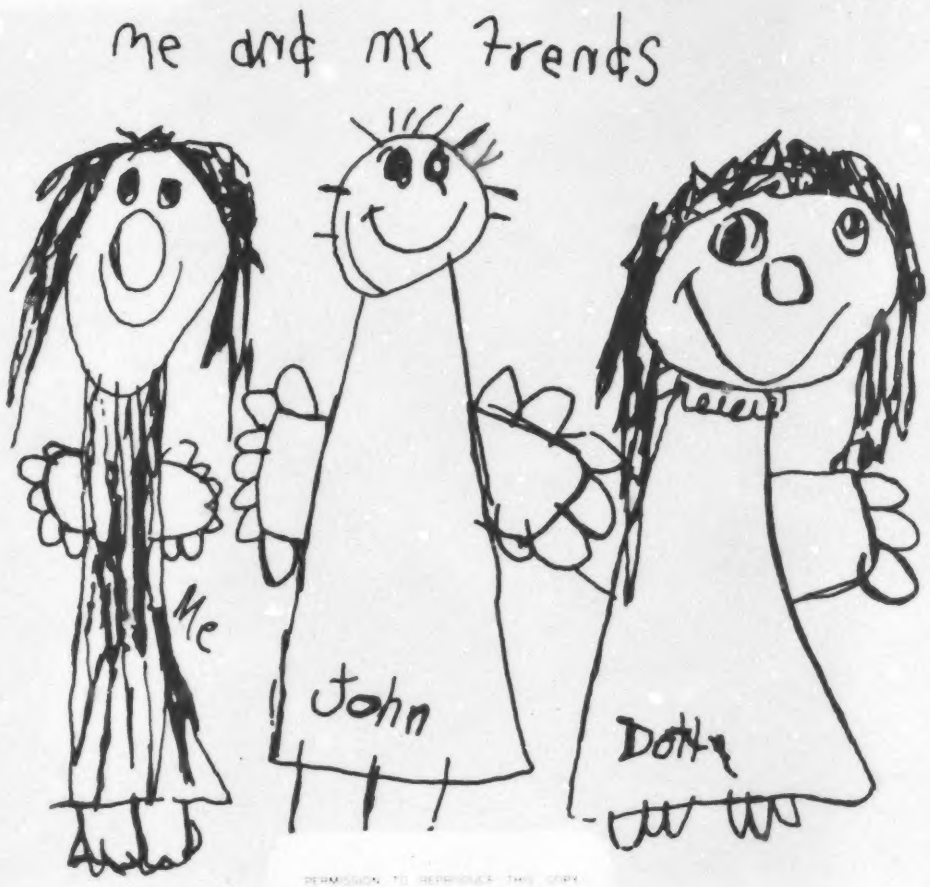

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Dr. Thomas A. Jeschke

Written through funds provided by Title III - ESEA

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Preface

All teachers sometime during their careers will encounter children who are experiencing learning or behavior problems. Some of these children will be ones with learning disabilities.

The field of learning disabilities has developed diagnostic procedures and intervention strategies to be used in programming for these youngsters. However, it is the astute classroom teacher who must recognize these pupils initially and initiate the appropriate referral procedures.

One of the major problems in any specialty area is a tendency for the specialty to develop a "jargon" that facilitates communication within the discipline, but causes communication problems between the discipline specialists and the classroom teachers.

A document such as this one presenting an overview of learning disabilities that is "jargon free" was sorely needed and promises to be very useful for classroom teachers and parents alike.

We have found that the more information a faculty has about learning disabilities, the better equipped that faculty is to fully utilize the services of the learning disabilities programs.

We hope every classroom teacher in Iowa will have the opportunity to read this document and profit from the experiences of Dr. Jeschke and his staff in introducing learning disabilities to schools who are initiating programs for their youngsters with learning disabilities.

Carol Bradley, Consultant
Learning Disabilities
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IOWA DEPARTMENT OF PUBLIC INSTRUCTION

Introduction

> "Brian is in the third grade and as you might guess, he doesn't like it any better this year than he did last year. For some reason he just can't or won't learn to read. This year he scored at the low first grade level. Most of his teachers agree that he could do his work if he would just settle down and apply himself. But it seems that he would rather wander aimlessly around the room. Socially he is beginning to have more difficulty relating to his peers. At times he appears sullen and out of sorts which may explain why his teachers feel he has a poor self-concept."

Teachers have recognized children like Brian in their classrooms for many years - children who for no apparent reason seem to display a variety of academic problems. One of the most confusing aspects about these youngsters is the fact they generally appear too bright to be considered mentally handicapped and too reality-oriented to be considered emotionally disturbed. Consequently, teachers have often expected these children to perform just like other children.

Recently, educators across the country have begun to take an in-depth look at this group in hopes of gaining some insight into the types of problems they face. The result has been the discovery of a unique group of children with a variety of special problems. Today these children are most often referred to as "children with learning disabilities."

It is our hope that this booklet will help parents and professionals alike develop a clearer picture of these unique children and the problems they face.

DEFINING THE PROBLEM

Until the beginning of the twentieth century the history of handicapped individuals within our civilization was extremely bleak. Although exceptions can be noted in the literature, little attempt was made to understand or cope with their unique problems prior to this period. The programs presently provided for handicapped individuals are vastly different from the ridicule and segregation they would have experienced less than a century ago. Today, the primary purpose of special education is to provide exceptional children with the types of instructional and support programs they need to develop to their fullest potential.

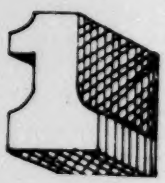
As special education developed, specific criteria were established for each area of exceptionality. In each case, the criterion established was the one major factor which set these children apart from other children. Specifically, children

CRITERIA FOR DIFFERENTIATION OF EXCEPTIONAL CHILDREN

AREA	CRITERIA
Mental Retardation	Intellectual inferiority
Visually and Auditorally Handicapped	Sensory impaired
Physically Handicapped	Motor involvement
Emotionally Disturbed	Psychic Maladjustment

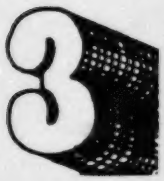
exhibiting "intellectual inferiority" were placed in classes for the mentally retarded. Children in classes for the visually or auditorily handicapped were found to have some degree of "sensory impairment." Children with "severe motor involvement" were aided through special classes for the physically handicapped while children with varying degrees of psychic maladjustment were given assistance in special classes for the emotionally disturbed.

As people began to recognize the learning disabled youngster it became obvious that specific criteria must also be established for these children. After much debate, it became apparent that it would be virtually impossible to find a single common criterion. What finally resulted was the establishment of three basic criteria, which generally define the learning disabled population.



Discrepancy factor: Children with learning disabilities usually demonstrate a discrepancy between expected and actual achievement in one or more areas such as spoken or written language, reading, or mathematics.

Exclusion factor: The learning disabled child's disability is not primarily the result of mental retardation, sensory impairment, motor handicaps, emotional disturbance, or environmental disadvantage.



Deficit factor: Learning disabled youngsters have a significant deficit in one or more essential learning processes, which often limits their ability to receive information, to understand or interpret it, and finally to express it in a meaningful way.

CAUSES

Until recently, special education has had a very strong medical orientation. Consequently, special educators were often more interested in the source or etiology of the problem than they were in the overall affect that the handicapping condition had upon the child. Today special educators are becoming less concerned about cause and more concerned with educational implications. The result is a new breed of special education teachers who devote the majority of their time to observing, analyzing and modifying behavior through diagnostic teaching. This new trend should greatly improve services for children requiring special education.

Persons interested in the causes of learning disabilities are frequently searching for a detailed medical explanation regarding their child's problems. This type of explanation is usually impossible for school personnel to give. In fact, it is often impossible for medical personnel to give. However, when parents ask us we must be prepared to give them an explanation of possible causes representing our best knowledge to date. When engaged in this type of discussion it is important not to become entangled in a web of medical or educational jargon. Instead the problem should be presented in a practical and concrete manner. With this in mind it can be stated that the causes of learning disabilities seem to fall into three

basic areas:

Heredity

After talking with many parents it seems apparent that there is a tendency for learning disabilities to run in families. It is not at all uncommon for a mother whose child is experiencing problems in school to state that her husband had the same kind of problems when he was in school. One mother reported that all three of her sons had failed to learn to read.

Trauma

In some instances an attempt is made to trace a child's particular problem back to a serious injury he may have sustained at an early age. Three types of trauma which are often suspect are (1) prolonged periods of high fever, (2) head injuries, or (3) a variety of complications at birth. Poisons and certain noxious gases are also known to produce subtle but serious damage to the central nervous system.

Maturational Lag

A third cause frequently referred to is maturational lag. Just as children physically mature at different ages, so perceptual and other central nervous system related skills may develop at different rates. Because maturational lag seems to be a palatable cause, it is often

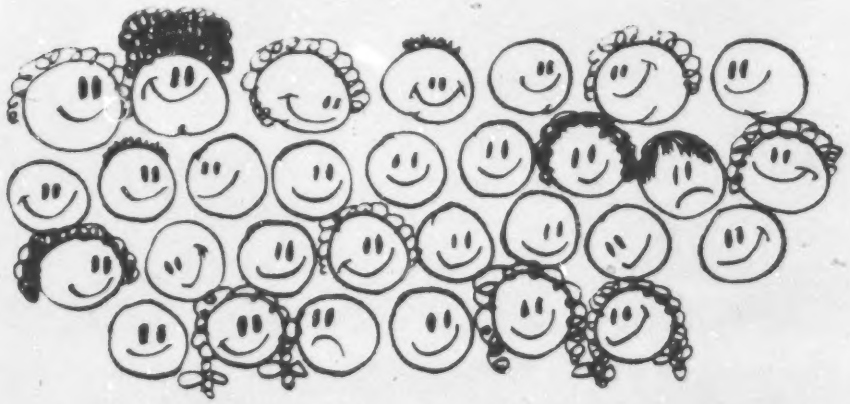
subject to overuse by teachers. Too often it is used as an excuse to "wait and see" which often wastes valuable time.

While these can be presented as three basic causes of learning disabilities it is usually impossible to state definitely which one is the cause for any particular child's disabilities.

INCIDENCE

During the past decade a great deal of information has been generated with respect to the learning disabled child. One area which has received particular attention is that of incidence. A survey of this literature soon reveals a wide discrepancy in estimating the numbers of children with learning disabilities. Estimates can be found which range anywhere from 1% to 17%. Perhaps the most logical reason for these apparent discrepancies is that the percentages cited are entirely dependent upon the operational definition used. This is to say that the more liberal the definition - the greater the percentage.

It is generally agreed that from 3-5% of all children presently enrolled in the public schools display learning disabilities to a degree sufficient to cause significant reduction in school achievement. Using these conservative estimates, it would appear that in a classroom of thirty children at least one and possibly two children would be seriously learning



disabled. Many others, an estimated 10%, are also under-achieving due to their mild learning disabilities. It should also be noted that four out of five learning disabled children, or 80% are boys. While a great number of theories exist, to date there is no real explanation for this occurance.

CHARACTERISTICS

Much has been written about the characteristics of the learning disabled child. Virtually every magazine on the news stand today has had at least one article about learning disabled youngsters. There is also a great proliferation of articles concerning the learning disabled child in professional magazines. Frequently this causes a confusing situation. Too often the articles do not stress the fact that most children exhibit <u>many</u> of these characteristics and that the most important thing to consider is the <u>degree</u> to which each child exhibits these characteristics and how severely they are affecting his success in the school environment.

The characteristics which best describe the learning disabled child can be placed under six general headings. These include disorders of (1) motor activity, (2) emotionality,

(3) perception, (4) symbolization, (5) attention, and (6) memory. Very often learning disabled children exhibit characteristics associated with several or all of these headings.

The following list of characteristics was compiled after an extensive nationwide survey of teachers who worked with learning disabled children.

1. Hyperactivity

    a. extremely restless
    b. frequently engages in meaningless activity
    c. often exhibits erratic behavior

2. Perceptual disturbances

    a. inability to derive meaning from his environment
    b. inability to identify, discriminate and interpret information either visually or auditorily
    c. problems are not caused by loss of visual or auditory acuity

3. Language difficulties

    a. difficulty in expressing one's self
    b. problems with word order and meaning
    c. inability to use abstract terms
    d. difficulty drawing generalizations

4. Specific learning disorders in

    a. reading
    b. arithmetic
    c. writing
    d. spelling

5. Coordination disorders

    a. displays physical awkwardness
    b. poor at classroom games and activities

6. Disorders of attention

   a. inability to focus or fix attention on a given task
   b. inability to move to a new task (perseveration)
   c. easily distracted by extraneous stimuli

7. Impulsivity

   a. often acts before considering the consequences of the act
   b. sudden changes in personality for no apparent reason

8. Memory problems

   a. difficulty in the assimilation, storage and retrieval of information
   b. difficulty remembering information obtained auditorily
   c. difficulty remembering information obtained visually
   d. difficulty remembering things sequentially

9. Low frustration tolerance

   a. quits easily
   b. will not attempt even the simplest of tasks
   c. extreme fear of failure

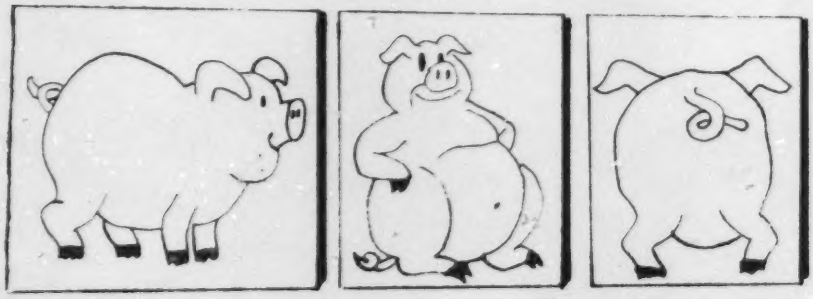
10. Poor self-concept

   a. constant failure reduces feeling of self-worth
   b. may develop prolonged dependency on others
   c. often develops one of a variety of emotional cover-ups

Problems such as these are rarely difficult to isolate. Teachers can quite readily identify hyperactive children or children that are impulsive. The one thing teachers often fail to do is identify indicators of potential or those things which indicate that a child can become successful. This can be illustrated by the story of a boy who attended a small rural high school.

"Jimmy was the kind of a boy that everyone knew and liked,

but for some reason he just didn't seem to have it in school. As a junior he read at about the third grade level. His teachers generally thought of him as a slow learner. Some even suggested that he was mentally retarded. One day after school, Jimmy asked the speech teacher if he could enter the speech contest. The speech teacher was slightly taken aback. Realizing that Jimmy read at such a low level, he felt that it would be extremely difficult for him to gather information. The teacher tried to explain this to Jimmy but the boy continued to insist that he would like to try. Reluctantly his teacher gave him the go ahead. Jimmy worked diligently on his speech for two weeks. When the day came for him to give his speech, he walked to the front of the class carrying three large posters. They consisted of a side view, a front view, and a rear view of a hog. He informed the class that he was



going to teach them to judge hogs. When all was said and done Jimmy had won first place in the local speech contest. According to the rules, he was eligible to go on to the regional

meet. And, as you might guess, he won first prize."

Needless to say Jimmy's teachers were elated. Here was a boy whom they had thought was mentally retarded or at best a slow learner. Had they been observant, however, they would have recognized several obvious indicators of potential in Jimmy.

First of all, they should have recognized that Jimmy had always been verbally expressive. Although he did not read well he was always willing to participate in class discussions. Secondly, Jimmy showed considerable leadership ability. For example, when he was asked where he had obtained the pictures of the three hogs, he said that he had "conned" a high school girl into drawing them for him. A third indicator of potential was the discrepancy between his ability to read and his ability to do math. While his reading ability was extremely low, his ability to do mathematics was around the seventh grade level. Finally, Jimmy also exhibited a good sense of humor. He knew when to be funny and when not to be funny. He was not simply the class clown. This particular trait is usually indicative of good intellectual ability, as American humor relies greatly on subtleties of the language as well as a sense of timing.

Many other children may demonstrate a variety of traits which are also indicative of their unrecognized potential. Children who exhibit any of the following traits should be

carefully screened as they may possess more ability than their classroom performance suggests.

Indicators of Potential

1. Verbally expressive
2. Leader in social situations
3. Considerable difference in academic subjects
4. Good manipulative skills--puzzles, parquetry
5. Good sense of humor
6. Alert in games or class activities
7. Art work which shows varied ideas and good imagination

"There is not a learning disability,
there are many learning disabilities,
and no two are alike....."

"If I Could - I Would"

In most ways the learning disabled child is as normal as any other child. He likes to feel wanted, and useful; he likes to laugh and have the companionship of his peers. Yet in other ways the problems he faces everyday are uniquely different from other children his own age. These problems stem mainly from the fact that he does not learn in the same fashion as other children.

Through no fault of his own he has a significant deficit in one or more of the basic learning processes. This results in a variety of problems both socially and academically. Some children have virtually no visual decoding skill. This results in the child's inability to recognize visual symbols such as letters and numbers. It may also mean he is unable to read the expressions on people's faces. Other children may have little auditory decoding skill which results in their inability to accurately interpret what they hear. This difficulty may also result in his inability to detect the subtle messages people send through voice inflection. Children with short or long term memory problems find it extremely difficult to remember

simple directions or to memorize such things as the math times-table. Many of these same children exhibit spatial-orientation problems as well. This often leaves them terribly disorganized and confused. As a result, they are often late to class or consistently hand in work long after the deadline has passed. As you can imagine, a problem in any one of these or a variety of other areas can make the child's school life almost unbearable. For, try as he will, he cannot meet the everyday demands placed on him.

Teachers often say that these students could do the work if they would just try or if they would simply apply themselves. This really doesn't make much sense when you think about it. If these children could do the work, they would. That way they wouldn't be constantly "hassled" by their teachers and parents or ridiculed by their peers as "dummies."

When we assess the problem we realize that these are not children who learn "poorly" but rather children who learn "differently." This is indicated by the fact that they do many things well. The initial problem faced by teachers is that of finding out how these children learn best. To do this, a variety of assessment techniques are needed.

ASSESSMENT

In order to determine whether a child is learning disabled, various types of assessment must be conducted. Frequently teachers look upon assessment as some sort of mystical happening and have often been led to believe that all a psychologist needs to do is administer a couple of tests and the problem will be solved. Unfortunately, it is not quite that easy. The truth of the matter is that assessment is a very tedious undertaking with many aspects. In order to obtain a clear picture of a child's particular problem, numerous diagnostic techniques must be employed. These range from informal observation of the child to a complete battery of formalized tests. The following areas of assessment should always be included in the evaluation.

General Areas of Assessment

1. General overview of the child
2. Physical assessment
3. Intellectual potential
4. Academic achievement
5. Channels of learning

General Overview

One of the most important aspects of assessment is a general overview of the child. This can only be obtained from the child's regular classroom teacher. In spite of all the formal tests available, our best source of information is still the classroom teacher. Once she has been trained to look at the child in terms of specific strengths and weaknesses, her initial referrals are extremely accurate and useful.

Physical Assessment

The next area of interest is physical assessment. If for any reason an organic problem is suspected, the child should be referred to a physician. It is not uncommon to find that the child's problem stems from a visual acuity problem and not a visual perception problem. This is also true for auditory problems. Problems with acuity can often be rectified through the use of glasses or a hearing aid while problems due to perception cannot.

Intellectual Potential

The intellectual potential of the child must also be assessed to determine his level of intellectual functioning. Once this level has been established a comparison is made between what he is actually doing in the classroom and what the examiner feels he should be doing. This analysis is made to determine whether a significant discrepancy exists between expected and actual achievement in academic skill areas.

Often a learning disabled child scores low on certain areas of a test but high on others. These discrepancies are also extremely important indicators of potential.

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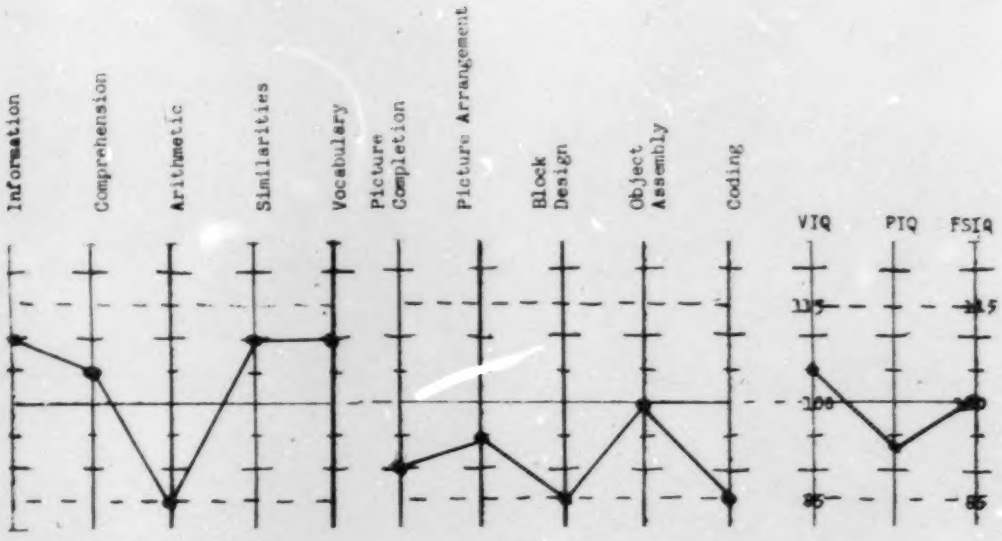


● note the extreme variance in his score

Academic Achievement

There are many formal tests which can be used to measure the child's academic abilities. In addition to formal tests, informal evaluation should be used to further delineate areas of specific strengths and weakness, and to validate the conclusions drawn from the formal assessment. It should always be remembered that academic assessment has no value unless it leads to an adequate program of remediation.

Channels of Learning

The final area of assessment concerns the child's channels of learning or his learning processes. Often teachers and parents find this the most difficult area to comprehend. Perhaps the best way to explain the problem is to break it into its simplest form.

While there are several areas of sensation, the two which are most commonly used to gather or process information are the auditory and visual channels. These two areas are essentially equal in most individuals. In the learning disabled youngster one of these basic processes is often extremely weak. The result is an inability to utilize that channel to collect or process information.

If the child's auditory processes are not intact he may have difficulty: (1) following oral directions, (2) discrim-

inating between subtle sounds such as those made by the letters t and d or p and b, or (3) blending sounds, or (4) ignoring sounds in his environment that are not related to the task at hand.

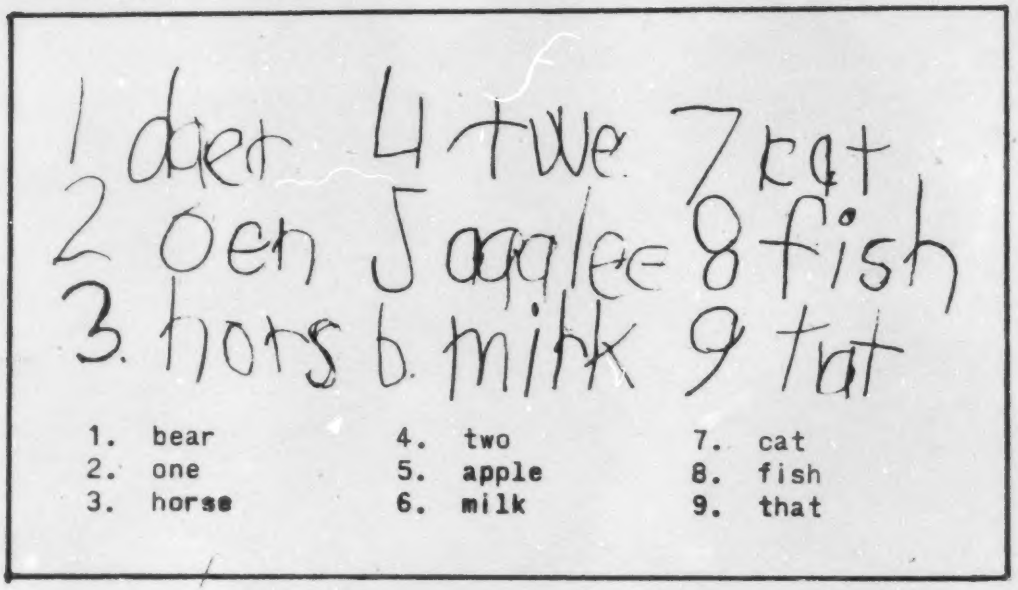
If the child's visual processes are not intact he may have problems: (1) understanding written directions, (2) copying from the blackboard, (3) discriminating between letters which look similar such as m and n, d and b, (4) reversing letters or whole words like "was and saw," or (5) differentiating between meaningful and non-meaningful visual stimuli related to the immediate task. While these problems are difficult to understand, they are very real to the children who have them.

A variety of tests are available to help determine whether these types of problems exist. (See page 48) However, an equally good source of information is an observant parent or teacher. If the ability to spot patterns which cause mistakes can be developed, these patterns can be analyzed and used as a starting point for remediation. Often they indicate that a different form of teaching or testing is needed. For example, a child who has an auditory perception problem should not be taught to read using a phonetic appraoch. Rather, the teacher should build a reading program around one of the many sight reading approaches. The reverse would generally hold true for a child with a visual perception problem.

A good example of how a teacher can isolate and help remediate a problem is illustrated in the story of Terry.

"Terry was probably one of the worst spellers any 3rd grade teacher had ever seen. On Fridays he would do everything in his power not to be in class at 2:30. He'd rather do anything than take that twenty word spelling test (the highest score he'd ever obtained was 8 out of 20). One day, when his mother was in for a conference, she asked his teacher why he always did so poorly on his spelling words. She claimed that when he left home on Friday morning he knew how to spell every word. Naturally the teacher found this rather hard to believe. After further discussion, the teacher found that Terry's mother never had him write the words - he always spelled them orally. That Friday she asked Terry if he would mind staying in for recess. Before the other children returned the teacher gave him an oral test. Much to her surprise Terry got them all correct."

After considerable assessment it was found that Terry could not revisualize words in his mind and consequently he was unable to write them.



1. bear
2. one
3. horse
4. two
5. apple
6. milk
7. cat
8. fish
9. that

From then on the teacher asked Terry to use the tape recorder to do his "written work."

If a teacher seeks them out, she can usually find good reasons for a child's lack of success. After all, it only stands to reason that "If he could, he would!"

Professional Teachers Always
REMEMBER:

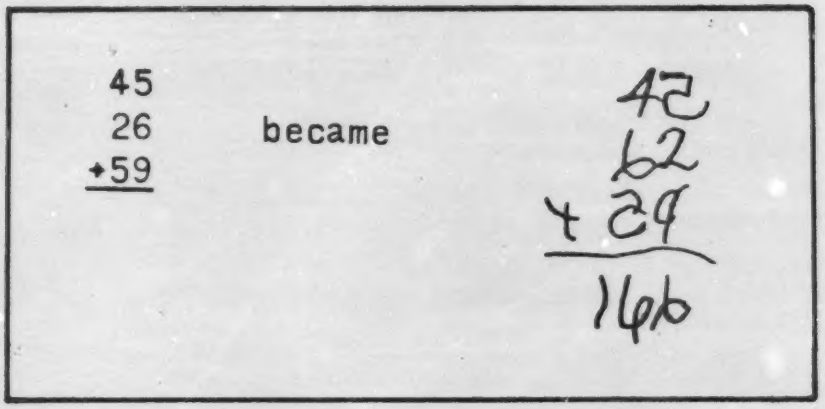
If YOU have a question about
a child's problem
ASK FOR ASSISTANCE....
you'd want your doctor to
ask for another opinion if
HE weren't sure!

Taking a Crack at Informal Assessment

Informal assessment is one of the areas teachers fear most. This is unfortunate because the teacher has at her disposal more information than scores of formal tests can produce. This information is found in the form of the student's everyday work. Everyday the teacher has an opportunity to analyze the student's progress. Too often teachers check papers only to see if the "right" answer is on the page and rarely takes time to determine the "cause" of the mistake. Often teachers overlook two important aspects -- *process* and *concept*. Perhaps this can best be explained by an example.

"John frequently did poorly on his math papers. Occasionally he seemed to do better but for the most part his work was well "below average."

One day as Mrs. Corbin sat correcting papers in the faculty lounge, she happened to mention that John had done very poorly on his last test. Another teacher replied, "But does he understand the process and the concept?" As John's teacher sat there she realized that she could not answer that question and that bothered her. For the rest of the day those two words *process* and *concept* kept coming into her mind. When the children were dismissed she hurried to get John's folder and took out all his math papers. As she began to shuffle through them one caught her eye. "I wonder why he missed this one?"



After quickly adding the number Mrs. Corbin found the answer to be correct. She looked at the next problem which was also marked wrong. It too was correct. The young teacher was puzzled. How could she have incorrectly marked two problems in a row? Reaching for her teacher's edition she quickly turned to the key. Again, much to her surprise, she found that the answer in the key was different....but so was the problem. In fact, John had copied almost all of the problems incorrectly. Upon further examination she found that often 9's became 6's or 36 was written 63. But the most important thing Mrs. Corbin discovered was that John did understand the *process* and the *concept*. She realized that her biggest problem now was to discover a way to help John transfer the problem from the board or his book correctly to his paper."

It is extremely important that all teachers develop the ability to informally diagnose problems in children. If problems are not spotted and identified early, it is highly likely that the child will never fully develop those skills which are

essential for normal academic growth and development. Children cannot learn through constant school failure. For this reason, teachers must learn to develop individually tailored intervention programs or these children will soon become part of a large group of children who find school to be a frustrating and distasteful experience from which they receive no personal satisfaction or pleasure. These programs must be kept as simple as possible to insure a high rate of success.

One of the most difficult aspects of developing an intervention program is deciding where to begin. To do this the teacher must attempt to isolate the cause of the problem or determine whether a specific pattern can be established. When Mrs. Corbin began to review John's math papers, she was trying to isolate the cause of John's problem by attempting to establish an error pattern in his work. Much to her surprise it was not a difficult task. Once the cause of the problem is isolated, remediation programs can be developed. Often a child is plagued by more than one problem so the task of establishing error patterns is a continuous one.

REMEMBER:

If the ability to spot patterns which cause mistakes can be developed, those patterns can be analyzed and used as a starting point for remediation.

Learning to look for patterns is not a difficult task but it does take some practice. The next section should give you some help in that direction. Each of the following pages consist of two parts: (a) a problem situation and (b) a list of possible causes and the rationale for each.

Instructions:

1. Look at the first "problem situation" and the accompanying "student work."
2. After carefully examining these two sections attempt to analyize what the student's possible problem might be. There are always several possibilities, so develop more than one theory.
3. When you have developed a few ideas as to the "possible problem," turn the page. There you will find a list of "possible problems" along with the rationale for each. (The list provided is not all inclusive.)
4. Remember - there are no "right or wrong" answers, only "possible problems."

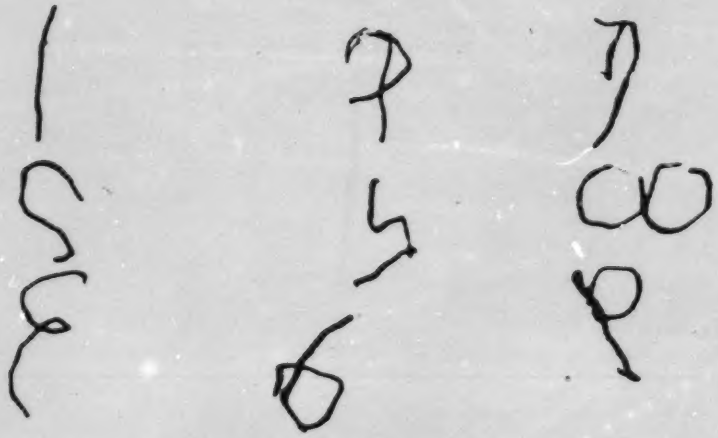
CASE STUDY ONE

Lorie
Age 8 yrs. 2 mo.
Grade 3

Problem Situation:

Lorie is a bright little girl who is well liked by her peers. She comes from an upper income family who has provided her with a wealth of opportunities. Academically, she does well in many areas. She reads at the upper third grade level and contributes much to class discussions. Lorie's answers are usually well phrased and grammatically correct. Her major problem lies in her written work. For some reason she has a great deal of trouble doing even the simplest work. Lorie can recite the alphabet perfectly and can count to 100 with ease. However, when asked to write the numbers 1 to 20 her work looks like this:

Write the numbers 1 to 20



CASE STUDY ONE

Possible Problem:

Lorie may have a revisualization problem. Although she actually knows the correct number or letter as evidenced by her ability to identify the written symbols orally, she is unable to develop a mental picture of the numbers or letters in her mind. Consequently she cannot reproduce it in a written form.

CASE STUDY TWO

Billy
Age 10
Grade 5

Problem Situation:

Billy is a fidgeter. For some reason he is unable to sit at his desk for more than a couple minutes. He must touch everything and everybody. His teachers claim that there has never been a time when some part of his body wasn't in motion. When given seat work it takes him almost the entire period to organize. He rarely completes an assignment. The only time he can sit for prolonged periods of time (30 minutes or more) is when the activity has something to do with prehistoric animals. He reads at the second grade level. His math skills are comparable.

CASE STUDY TWO

Possible Problem:

* Billy may be a hyperactive child. Teachers sometimes refer to it as a cronic case of "ants-in-the-pants." However the problem may not be that simple. It is just possible that because of his body's inability to handle extraneous stimuli, Billy has been labeled as a behavior problem. (Some question might be raised in regard to his ability to focus his attention for a prolonged period of time on something he finds of interest. A truly hyperactive child would have difficulty doing even this.)

on the other hand

* Billy may have an emotional problem which is causing his acting out. Perhaps he has learned that he can get all the attention he wants from his peers by acting as the class clown.

or

* He may be acting out to cover up his inability to read and do math. It may be a lot easier for him to have children think he is funny than to have them think he's dumb. Further study is needed to determine the cause for this learning problem.

CASE STUDY THREE

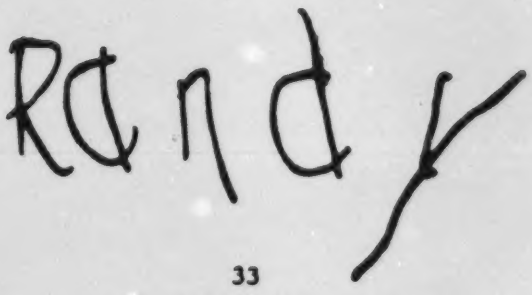
Randy
8 yrs. 5 mo.
Grade 2

Problem Situation:

Randy hates art - especially when he is asked to draw a picture of himself. For some reason he's unable to get all the parts in the right place. What makes it worse, his five year old brother can do a much nicer job. Randy's mother wonders why he never brings home any art work.

Draw a very good picture of yourself.

This is me. My name is



CASE STUDY THREE

Possible Problem:

* Randy's drawing problem may reflect gross inadequacies in body image. It is possible that he really isn't aware of where all those parts are actually found.

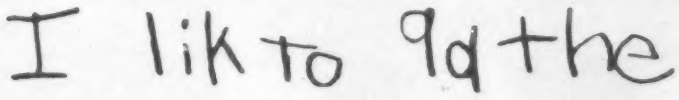
* He may have poor visual-motor ability which does not allow his hand to reproduce what his eye sees. A careful examination of his written work may reveal problems with letter reversal and unusual discrimination.

CASE STUDY FOUR

Steve
7 yrs. 8 mo.
Grade 2

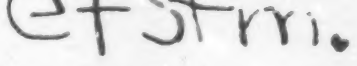
Problem Situation:

Every Friday at 9:30 Steve begins to get a stomach ache. By 10:00 he feels like he's going to die. That's when the teacher says "Take out a clean piece of paper and number it from 1 to 20." For some reason spelling has always been difficult for him. No matter how hard he tries, he just can't seem to sound words out like the rest of the kids. Naturally his written work is also a problem. This is how a typical assignment might look:



I like to play the

Bobsled game.



It is fun.

CASE STUDY FOUR

Possible Problem:

* Steve may have an auditory discrimination problem which makes it impossible for him to discriminate between subtle sounds such as d and t, b and p, etc. Consequently, he's not sure whether the word is really came or game.

* Steve's problem could also be one of poor visual memory or revisualization. He may not be able to recall from memory what the letters D O G or C A T look like.

* It appears from his work that he does have a limited phonetic ability. When asked to pronounce the word "PLAY" he says "PAY." Steve's teacher says he mispronounces many words. This could be a sign of immaturity or poor articulation of sounds.

CASE STUDY FIVE

Dale
10 yrs. 3 mo.
Grade 5

Problem Situation:

Math class is something Dale really dreads. For some unknown reason his teacher just loves to "dictate" problems to the class. Unfortunately, Dale seems to copy them wrong. He tries to be careful but it just doesn't seem to help. Two other things he just can't seem to do are (1) remember his times tables and (2) remember telephone numbers.

CASE STUDY FIVE

Possible Problem:

* Dale's inability to copy during dictation may be an indication that he has an auditory reception problem which does not allow him to correctly process auditory stimuli. He must obtain the majority of his information through other channels.

* Sequential memory could also be a problem. He may remember all the numbers but not in the proper sequence. This would make it difficult for him to remember a phone number which was given orally.

* He may also have a problem with re-visualization which makes it impossible for him to remember how the numbers are formed.

CASE STUDY SIX

Bobby
8 yrs. 2 mo.
Grade 3

Problem Situation:

Bobby has great difficulty copying problems off the board. It takes him almost the entire period to copy twenty problems. He also has a distinct dislike for puzzles and those hidden picture pages often found in children's magazines. Finding the ball, whistle and bird in this picture would be impossible.

CASE STUDY SIX

Possible Problem:

* There are numerous possibilities. Bobby might have a visual figure-ground problem which makes it impossible to sort visual stimuli. Children with this type of problem have a great deal of trouble finding their place on the black board which accounts for why it takes them so long to copy.

* Bobby may have an attentional disorder which makes him easily distracted. This could be the result of over stimulation either visually or auditorally.

* It is also possible that Bobby simply does not understand the task.

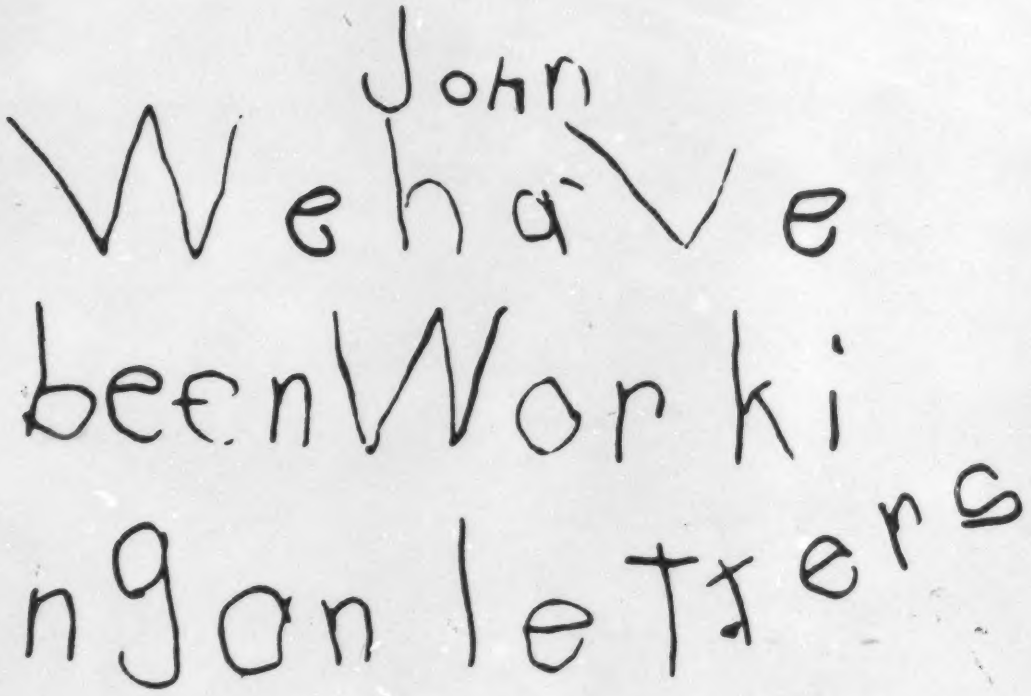
* Another possibility may be his lack of organizational skills which do not enable him to check one part of the picture at a time until he discovers the hidden objects.

CASE STUDY SEVEN

John
8 yrs. 2 mo.
Grade 2

Problem Situation:

John is a good reader and does very well in math. However, his written work leaves much to be desired. A typical example of John's work is found below. Because the rest of John's work is average the teacher is not too concerned.



CASE STUDY SEVEN

Possible Problem:

* John may have visual motor problems which makes it difficult for his hand to reproduce what his eyes see.

* He may have a spatial orientation problem which makes it impossible for him to differentiate between the size and shape of letters or the proper distance between them.

* John may be experiencing some difficulty with fine motor coordination.

appendix

PROFESSIONAL BOOKS

Frierson and Barbe. EDUCATING CHILDREN WITH LEARNING DISABILITIES. New York: Appleton-Century-Crofts, 1967. Meredith Press, 1716 Locust, Des Moines, 50303.

Gearhart, B.R. Learning Disabilities: Educational Strategies. St. Louis: C. V. Mosby Co., 1973.

Hammill, Donald D. and Netti Bartel. EDUCATIONAL PERSPECTIVES IN LEARNING DISABILITIES. John Wiley & Sons Inc., New York, 1971.

Johnson, Doris J. and Helmer Myklebust. LEARNING DISABILITIES: EDUCATIONAL PRINCIPLES AND PRACTICES. Grune & Stratton, Inc., 111 Fifth Avenue, New York, 1967.

Kephart, Newell C. THE SLOW LEARNER IN THE CLASSROOM. Columbus, Ohio: Charles E. Merrill, 1300 Alum Creek Drive. 43216. 1960.

Kephart, Newell C. LEARNING DISABILITY: AN EDUCATIONAL ADVENTURE. The Inter-State Printers and Publishers, Inc. Danville, Illinois 61832. 1967.

Kronick, Dorothy and others. LEARNING DISABILITIES -- ITS IMPLICATIONS TO A RESPONSIBLE SOCIETY. Chicago, Illinois 60657: Developmental Learning Materials, 3505 North Ashland Avenue, 1970.

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Lerner, Janet. CHILDREN WITH LEARNING DISABILITIES. Houghton-Mifflin Company, Boston, 1971. (Revision in press now.)

Myers, Patricia and Donald Hammill. METHODS FOR LEARNING DISORDERS. John Wiley & Sons Inc., New York, 1969. (Revision in press now.)

Siegel, Ernest. SPECIAL EDUCATION IN THE REGULAR CLASSROOM. New York City: The Johnson Day Company, 1969.

Journals for Educators

Journal of Learning Disabilities
5 N. Wabash Avenue
Chicago, Illinois 60602

One year @ $10.00
Two years @ $18.00

Journal entries are divided into four major areas of content:
1) Program, Materials, Techniques;
2) Research;
3) Issues;
4) Departments (Letters to the Editor, Book Review, etc.)
The primary focus is current research.

Academic Therapy Quarterly
Academic Therapy Publications
1543 Fifth Avenue
San Rafael, California 94901

One year @ $4.00
Two years @ $7.50

This is an interdisciplinary journal directed to parents and professionals. The purpose is to make available methods of identification, diagnosis and remediation with the major emphasis on teaching strategies for specific types of disabilities.

DCLD Newsletter
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Available to members of Division of Children with Learning Disabilities only. Currently published irregularly with plans for regular publication and expansion in the very near future. Primary emphasis is keeping members abreast of current national trends and issues.

FILMS

The Cooperative Network of In-Service Resources (CNIR), Joint County System, 9 Westwood Drive, Marshalltown, Iowa 50158, has the following films, tapes and filmstrips on learning disabilities:

7452 BRIGHT BOY, BAD SCHOLAR - Contemporary Films - 28 min - b/w, 1968.

7411 I'M NOT TOO FAMOUS AT IT - Contemporary Films - 28 min - b/w, 1971. This film demonstrates how essential it is to know specifically what each child can and cannot do.

7419 IF A BOY CAN'T LEARN - Lawren - 28 min - color, 1972. This first in the field film focuses on a seventeen year old boy who has a learning disability.

7409 IT FEELS LIKE YOU'RE LEFT OUT OF THE WORLD - McGraw - 28 min - b/w, 1971.

TC-276 LEARNING DISABILITIES - Instructional Dynamics - 30 min - 1970.

FSC-570 THE SCHOOL DAZE OF THE LEARNING DISABILITY CHILD - Alpern - color, 1971.

FSC-936 A WALK IN ANOTHER PAIR OF SHOES - Chesler - color, 1972.

TC-435 ESTABLISHING PROGRAMS FOR CHILDREN WITH LEARNING DISABILITIES AT THE SECONDARY LEVEL - National Educ. Tape Foundation - 60 min - 1968.

7577 THE EXCEPTIONAL CHILD - NBC - 26 min - color, 1969.

7206 LEARNING IS OBSERVING - Bradley Wright - 20 min - color, 1970.

7130 OLD ENOUGH BUT NOT READY - Anderson - 28 min - b/w, 1970.

7453 PARTNERS IN LEARNING - National Educ. Tape Foundation - 27 min - color, 1968.

7410 TEACHING THE WAY THEY LEARN - McGraw - 28 min - b/w, 1971.

7570 WHY BILLY COULDN'T LEARN - CANHC - 27 min - color, 1968.

For more information, call toll-free 1-800-542-7821.

TESTS

	AGE RANGE	ADMINISTRATION TIME	PUBLISHER
READINESS TESTS			
1. Metropolitan Readiness Tests	K-1	60 min.	Harcourt Brace Jovanovich, Inc.
2. Basic Concept Inventory	Pre-sch	15-25 min	Follette Educational Corporation
3. First Grade Screening Test	Kgn. & Beg. 1	30-40 min	American Guidance Service, Inc.
ACHIEVEMENT AND DIAGNOSTIC TESTS			
1. Mills Learning Methods Test	Prim.-Grade 3	15 min. per day for 5 days	The Mills School
2. Peabody Individual Achievement Test	Kgn. to Hi. Sch	20-30 min	American Guidance Service
3. Key Math Test	K-12	30-40 min	American Guidance Service
4. Woodcock Reading Test	K-12	30-40 min	American Guidance Service
5. Wide Range Achievement Test	Pre-sch & Up	20-30 min	Psychological Corporation
INDIVIDUAL INTELLIGENCE TESTS			
1. Stanford Binet Intelligence Scale L-M, 1960	2 yr - Adult	1 hour	Psychological Corporation
2. Wechsler Preschool and Primary Scale of Intelligence, 1967	4-6½ yr	1 hour	Psychological Corporation
3. Wechsler Intelligence Scale for Children, 1949	5-15 yr	1 hour	Psychological Corporation

	AGE RANGE	ADMINISTRATION TIME	PUBLISHER
4. Slosson Intelligence Test for Children & Adults		20 min	Slosson Educational Publishers
DEVELOPMENTAL SCALES			
1. Denver Developmental Screening Test	1 mo - 6 yr	15-20 min	Ladoca Project and Publishing
2. Vineland Social Maturity Scale	3 mo - Adult	40 min	American Guidance
3. Illinois Test of Psycholinguistic Abilities	Pre-sch-Interm.	40 min	University of Illinois Press
4. Detroit Test of Learning Aptitude	3 - Adult	60-95 min	The Bobbs-Merrell Co. Inc.
VISUAL MOTOR DEVELOPMENT AND FUNCTIONING			
1. Perceptual Motor Survey Rating Scale	1-4 yr	40-60 min	Charles E. Merrill Books, Inc.
2. Frostig Developmental Test of Visual Perception	3-9 yr	30-40 min	Follette Publishing
3. Keystone Visual Survey Telebinocular	Gr 1 & Up	10 min.	Keystone View Co.
4. Developmental Tests of Visual Motor Integration, 1964	MA 1-9 to 15-11	15 min	Follette Educational Corporation
AUDITORY VERBAL DEVELOPMENT AND FUNCTIONING			
1. Peabody Picture Vocabulary Test		10 min.	American Guidance Services

	AGE RANGE	ADMINISTRATION TIME	PUBLISHER
2. Wepman Auditory Discrimination	Pre-sch & Up	5-10 min	Western Psychological Services
3. Goldman-Fristoe Woodcock Test of Auditory Discrimination	4 yr & Up	10-15 min	American Guidance Service
4. Auditory Blending Test, Roswell-Chall	6-10 yr	30 min	Essay Press

PUBLISHERS

American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014

The Bobbs-Merrell Co., Inc.
4300 W. 62nd Street
Indianapolis, Indiana 46206

Charles Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, Ohio 43216

Essay Press
P.O. Box 5
Planetarium Station
New York, New York 10024

Follette Educational Corporation
1010 West Washington Boulevard
Chicago, Illinois 60607

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Keystone View Company
Meadville, Pennsylvania 16335

Ladoca Project and Publishing
Foundation, Inc.
East 51st Avenue & Lincoln
Denver, Colorado 80215

The Mills School
1512 E. Broward Boulevard
Ft. Lauderdale, Florida 33301

Psychological Corporation
304 East 45th Street
New York, New York 10017

Slosson Educational Publishers
140 Pine Street
East Aurora, New York 14052

University of Illinois Press
Urbana, Illinois 61801

Western Psychological Services
Order Department
12031 Wilshire Boulevard
Los Angeles, California 90025